



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5110 E. Lafayette Blvd., Phoenix, AZ 85018

Scottsdale Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Excelling  
2004-05 Excelling  
2003-04 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Drew Davis  
Schedule : 07:30 AM to 03:30 PM  
Grades : K-5  
Web Address : [www.hopi.susd.org](http://www.hopi.susd.org)  
Phone Number : (480) 484-2000  
Fax Number : (480) 484-2001  
E-mail : [ddavis@susd.org](mailto:ddavis@susd.org)

### Mission

The Hopi School Community will provide a safe, caring environment where learners acquire and apply skills which empower them to successfully function as inspired life-long learners in a changing society.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To improve student achievement in core curriculum areas.
- ü To increase student proficiency in the use of technology.

### Enrollment

October 1, 2005 School Year Student Enrollment : 806  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 50

## Instructional Programs

- Ü Fine Arts Programs
- Ü Gifted Classes
- Ü Special Education
- Ü Tutorial Programs
- Ü Full Day Kindergarten
- Ü Technology Programs

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

## Shared Responsibilities

### School

To provide a stimulating and challenging academic program; to provide a climate conducive to learning; to honor and protect the rights of all students; to encourage parent participation; to ensure the safety of students.

### Parents

Parents are urged to: provide a supportive home environment conducive to study and learning; motivate their children to do their best; be role models by valuing education and by participating in the activities of the school and parent organization.

## Transportation Policy

Transportation is provided for all eligible students. Safety procedures and Code of Conduct policies are enforced. Bus evacuation drills are conducted for all students and staff. Vehicles are maintained to provide safe and efficient transportation.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü AZ Elementary Science Teacher of the Year	2006
Ü Geography Bee (State)	2005
Ü Scottsdale School District Math Competition	2005
Ü Scottsdale School District Poetry Competition	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	1919	80010	100	99	99	495	473	447	3	5	10	4	10	18	40	48	53	53	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	919	38935	100	99	99	490	471	447	2	5	9	7	12	19	42	49	55	49	35	17
Male	72	1000	40974	100	99	98	499	474	448	4	6	11	1	9	18	39	47	52	56	38	19
African American	NC	48	4201	NC	98	99	NC	438	430	NC	10	17	NC	25	23	NC	52	51	NC	13	9
Hispanic	16	301	34545	100	100	99	435	440	432	19	14	14	19	23	24	56	50	53	6	14	9
Asian/Pacific Islander	NC	91	2068	NC	98	99	NC	492	474	NC	3	4	NC	4	10	NC	37	50	NC	55	36
American Indian/Alaskan Native	--	43	3979	--	100	96	--	421	424	--	19	17	--	33	30	--	44	47	--	5	6
White	108	1436	35142	100	99	99	506	481	465	1	3	5	1	7	11	38	48	56	60	42	28
Students with Disabilities	15	297	10161	100	96	93	475	448	419	7	19	28	13	18	28	47	42	36	33	21	8
Students without Disabilities	114	1622	69849	100	100	100	497	477	451	3	3	7	3	9	17	39	49	56	55	40	19
Limited English Proficient Students	NC	169	14013	NC	99	97	NC	418	413	NC	23	24	NC	30	34	NC	42	39	NC	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	413	39029	NC	98	98	NC	437	432	NC	14	14	NC	23	25	NC	50	52	NC	13	9
Non-Economically Disadvantaged	120	1506	40981	100	99	100	499	482	462	2	3	6	2	7	13	42	47	54	55	43	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	1921	79438	100	99	98	494	472	451	3	6	9	4	13	24	59	61	56	34	20	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	919	38775	100	99	99	500	477	457	2	4	7	5	11	22	49	61	58	44	23	13
Male	72	1002	40560	100	99	97	489	469	446	4	7	12	3	14	25	67	61	54	26	18	9
African American	NC	48	4178	NC	98	98	NC	445	439	NC	17	13	NC	19	29	NC	58	52	NC	6	6
Hispanic	16	301	34297	100	100	98	444	436	434	13	17	14	19	25	31	56	50	50	13	9	5
Asian/Pacific Islander	NC	91	2063	NC	98	99	NC	487	475	NC	2	3	NC	11	15	NC	59	63	NC	27	20
American Indian/Alaskan Native	--	43	3940	--	100	95	--	426	429	--	16	14	--	33	36	--	49	47	--	2	3
White	108	1438	34887	100	99	98	503	481	471	1	3	4	2	10	15	59	64	63	38	24	18
Students with Disabilities	15	297	9588	100	96	88	487	441	416	13	20	30	NA	23	32	60	46	34	27	11	5
Students without Disabilities	114	1624	69850	100	100	100	495	478	456	2	3	7	4	11	23	59	63	59	35	22	12
Limited English Proficient Students	NC	169	13856	NC	99	96	NC	406	407	NC	31	27	NC	37	43	NC	31	29	NC	1	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	414	38685	NC	99	97	NC	437	435	NC	17	14	NC	26	32	NC	51	50	NC	7	5
Non-Economically Disadvantaged	120	1507	40753	100	99	99	498	482	467	2	3	5	3	9	16	60	64	62	36	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	1922	79971	100	99	99	444	439	423	3	4	8	33	35	41	59	55	49	5	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	921	38974	100	99	99	466	452	437	2	3	5	18	27	33	72	63	57	9	7	4
Male	72	1001	40895	100	99	98	428	427	410	4	5	10	46	43	47	49	48	41	1	3	2
African American	NC	48	4203	NC	98	99	NC	421	411	NC	10	11	NC	44	45	NC	46	43	NC	NA	2
Hispanic	16	301	34481	100	100	99	417	410	410	6	8	10	50	54	46	44	36	43	NA	2	1
Asian/Pacific Islander	NC	91	2067	NC	98	99	NC	448	449	NC	4	4	NC	24	28	NC	63	60	NC	9	8
American Indian/Alaskan Native	--	43	3995	--	100	96	--	408	409	--	9	10	--	58	47	--	33	42	--	NA	1
White	108	1439	35150	100	99	99	450	446	437	3	3	5	31	31	35	61	60	56	6	6	5
Students with Disabilities	15	301	10258	100	97	94	419	403	377	13	14	23	47	50	51	40	33	25	NA	3	1
Students without Disabilities	114	1621	69713	100	100	100	447	445	429	2	2	5	32	33	39	61	59	52	5	6	3
Limited English Proficient Students	NC	169	13985	NC	99	97	NC	378	382	NC	20	18	NC	59	54	NC	21	27	NC	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	415	38994	NC	99	98	NC	406	409	NC	10	10	NC	53	47	NC	36	41	NC	1	1
Non-Economically Disadvantaged	120	1507	40977	100	99	100	448	448	437	3	2	5	32	31	34	61	61	56	5	6	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	1948	80147	100	99	99	516	505	482	4	6	11	7	10	17	41	44	49	49	40	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	974	39281	100	99	99	518	506	483	3	7	9	10	9	17	37	44	50	51	41	24
Male	67	973	40780	100	99	98	513	504	482	4	6	12	4	10	17	45	44	48	46	39	24
African American	NC	53	4249	NC	100	99	NC	464	464	NC	25	17	NC	11	22	NC	49	48	NC	15	13
Hispanic	15	291	33494	100	99	99	495	464	466	7	16	15	13	25	23	40	45	49	40	14	14
Asian/Pacific Islander	NC	80	2103	NC	100	99	NC	526	515	NC	5	4	NC	9	8	NC	33	44	NC	54	45
American Indian/Alaskan Native	--	34	4117	--	97	96	--	464	456	--	26	19	--	15	27	--	35	46	--	24	8
White	113	1490	36122	100	99	99	519	514	501	2	4	5	6	6	10	42	44	50	50	46	35
Students with Disabilities	10	282	10295	100	96	92	NA	464	443	NA	27	33	NA	19	26	NA	37	33	NA	17	8
Students without Disabilities	128	1666	69852	100	100	100	521	512	488	2	3	7	5	8	16	41	45	51	52	44	26
Limited English Proficient Students	--	138	12722	--	99	97	--	444	441	--	28	27	--	32	33	--	34	37	--	7	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	20	383	38371	100	99	97	474	461	465	15	20	15	15	22	23	55	47	49	15	11	13
Non-Economically Disadvantaged	118	1565	41776	100	99	100	523	516	498	2	3	6	6	7	11	38	43	49	54	47	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	1946	79686	98	99	98	511	493	470	1	5	11	11	13	24	61	65	57	27	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	973	39163	100	99	99	512	497	475	1	4	9	11	12	22	59	65	60	28	19	10
Male	64	972	40438	96	99	97	509	490	465	NA	6	13	11	14	25	64	64	54	25	16	7
African American	NC	52	4228	NC	98	98	NC	465	458	NC	13	15	NC	23	28	NC	62	53	NC	2	4
Hispanic	15	290	33299	100	99	98	504	459	452	7	16	17	7	29	32	60	50	47	27	6	3
Asian/Pacific Islander	NC	80	2097	NC	100	99	NC	502	490	NC	6	5	NC	10	13	NC	60	68	NC	24	14
American Indian/Alaskan Native	--	35	4087	--	100	96	--	452	446	--	14	16	--	29	38	--	57	44	--	NA	2
White	111	1489	35914	98	99	98	512	502	489	NA	3	5	11	9	15	63	68	67	26	20	14
Students with Disabilities	NC	279	9808	NC	95	87	NC	457	432	NC	19	35	NC	30	32	NC	42	30	NC	9	3
Students without Disabilities	128	1667	69878	100	100	100	513	499	475	1	3	8	9	10	23	63	69	61	27	18	9
Limited English Proficient Students	--	137	12594	--	98	96	--	428	422	--	31	34	--	38	45	--	31	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	19	384	38095	95	99	97	477	455	452	NA	16	17	37	31	32	63	52	48	NA	2	3
Non-Economically Disadvantaged	116	1562	41591	98	99	99	516	503	486	1	3	6	7	8	16	61	68	65	31	21	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	1954	80372	100	100	99	502	495	475	1	2	4	12	19	30	83	76	64	4	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	976	39452	100	100	99	513	505	488	NA	1	3	4	13	22	89	80	72	7	6	3
Male	67	977	40836	100	99	98	490	485	464	3	3	6	19	24	37	76	71	56	1	2	1
African American	NC	53	4264	NC	100	99	NC	462	465	NC	6	5	NC	36	35	NC	58	59	NC	NA	1
Hispanic	15	291	33608	100	99	99	496	468	462	NA	5	6	13	32	36	87	64	57	NA	NA	1
Asian/Pacific Islander	NC	79	2098	NC	99	99	NC	506	500	NC	NA	2	NC	18	16	NC	75	75	NC	8	7
American Indian/Alaskan Native	--	35	4128	--	100	97	--	467	464	--	3	4	--	40	39	--	57	56	--	NA	1
White	113	1496	36213	100	100	99	503	501	489	2	1	2	11	15	22	82	79	72	5	4	3
Students with Disabilities	10	288	10526	100	98	94	NA	453	427	NA	8	15	NA	46	53	NA	46	31	NA	1	1
Students without Disabilities	128	1666	69846	100	100	100	505	502	482	1	1	3	9	14	26	85	81	69	5	4	2
Limited English Proficient Students	--	138	12747	--	99	97	--	443	432	--	10	12	--	47	52	--	41	36	--	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	20	386	38521	100	100	98	470	463	461	5	6	6	25	35	38	70	58	55	NA	1	1
Non-Economically Disadvantaged	118	1568	41851	100	100	100	507	503	489	1	1	3	9	15	22	85	80	72	5	4	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2007	79306	100	100	99	552	536	504	4	6	13	5	9	20	41	47	49	51	38	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	966	38845	100	100	99	548	536	505	3	5	11	3	9	20	44	48	50	49	39	18
Male	67	1041	40383	100	100	98	556	535	504	4	6	14	6	10	19	37	46	47	52	38	19
African American	NC	59	4171	NC	98	98	NC	499	485	NC	15	20	NC	19	26	NC	51	44	NC	15	10
Hispanic	NC	282	32673	NC	100	99	NC	498	487	NC	17	18	NC	21	25	NC	46	46	NC	16	10
Asian/Pacific Islander	NC	83	2147	NC	100	99	NC	550	539	NC	4	5	NC	2	10	NC	41	46	NC	53	40
American Indian/Alaskan Native	NC	29	4034	NC	100	97	NC	489	479	NC	28	22	NC	17	29	NC	41	43	NC	14	7
White	115	1554	36234	100	100	99	562	544	523	1	3	6	3	7	13	40	47	52	57	43	28
Students with Disabilities	10	270	10286	100	99	91	NA	492	462	NA	24	41	NA	22	27	NA	38	27	NA	16	5
Students without Disabilities	120	1737	69020	100	100	100	554	542	510	3	3	9	5	7	18	38	48	52	54	42	21
Limited English Proficient Students	NC	118	10291	NC	98	96	NC	460	458	NC	35	38	NC	32	34	NC	31	26	NC	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	13	394	37437	100	99	97	491	497	486	15	15	19	31	21	26	38	49	46	15	14	9
Non-Economically Disadvantaged	117	1613	41869	100	100	100	559	545	521	3	3	7	2	7	14	41	46	51	55	44	27

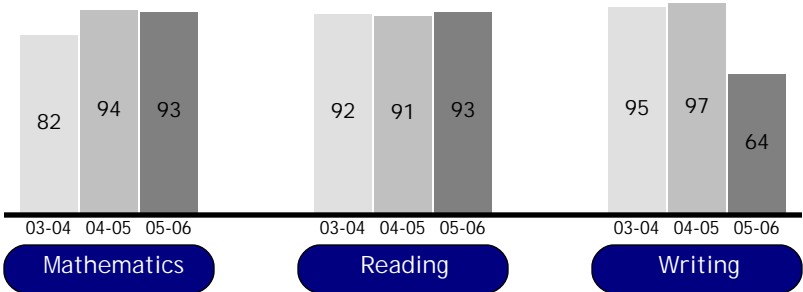
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	1994	79000	99	99	98	537	517	489	2	4	10	5	11	24	59	64	58	34	21	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	963	38774	100	99	99	539	522	494	NA	2	7	6	10	22	62	64	61	32	24	10
Male	65	1031	40150	98	99	98	536	512	485	5	5	12	5	13	25	55	63	55	35	19	8
African American	NC	58	4153	NC	97	98	NC	487	476	NC	10	13	NC	21	30	NC	57	53	NC	12	4
Hispanic	NC	278	32508	NC	99	98	NC	481	472	NC	12	15	NC	31	33	NC	50	49	NC	6	3
Asian/Pacific Islander	NC	81	2142	NC	98	99	NC	523	510	NC	4	4	NC	7	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	--	28	4016	--	97	96	--	494	467	--	11	14	--	18	37	--	57	46	--	14	2
White	114	1549	36135	100	99	98	544	525	508	1	2	4	2	7	14	61	66	67	36	25	15
Students with Disabilities	NC	258	9991	NC	94	88	NC	479	449	NC	14	33	NC	29	36	NC	50	29	NC	7	2
Students without Disabilities	120	1736	69009	100	100	100	538	522	495	2	2	6	5	8	22	58	66	62	35	24	10
Limited English Proficient Students	NC	114	10199	NC	95	95	NC	444	439	NC	32	35	NC	46	47	NC	23	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	13	389	37234	100	98	97	487	481	472	15	13	15	31	26	33	38	55	50	15	6	3
Non-Economically Disadvantaged	115	1605	41766	99	99	99	543	526	505	1	1	5	3	8	16	61	66	65	36	25	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2007	79611	100	100	99	530	524	496	1	3	7	25	22	37	72	73	56	3	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	967	39016	100	100	99	543	537	511	NA	2	4	17	14	29	79	81	66	3	3	1
Male	67	1040	40519	100	100	98	517	511	482	1	3	10	31	29	44	64	67	46	3	1	0
African American	NC	59	4188	NC	98	98	NC	501	486	NC	5	9	NC	31	40	NC	64	50	NC	NA	0
Hispanic	NC	282	32855	NC	100	99	NC	491	481	NC	7	10	NC	38	43	NC	54	47	NC	1	0
Asian/Pacific Islander	NC	83	2149	NC	100	100	NC	526	519	NC	NA	4	NC	27	24	NC	71	70	NC	2	2
American Indian/Alaskan Native	NC	29	3992	NC	100	96	NC	496	478	NC	10	10	NC	28	46	NC	62	44	NC	NA	0
White	115	1554	36380	100	100	99	535	531	511	1	2	4	20	19	30	76	78	65	3	2	1
Students with Disabilities	10	271	10664	100	99	94	NA	471	440	NA	13	23	NA	49	54	NA	36	22	NA	2	1
Students without Disabilities	120	1736	68947	100	100	100	534	532	504	NA	1	4	23	18	34	76	79	61	2	2	1
Limited English Proficient Students	NC	119	10362	NC	99	97	NC	447	438	NC	18	22	NC	56	57	NC	25	21	NC	1	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	13	393	37626	100	99	98	483	492	479	NA	8	10	77	37	45	23	54	45	NA	1	0
Non-Economically Disadvantaged	117	1614	41985	100	100	100	535	532	511	1	1	4	19	19	30	77	78	65	3	2	1

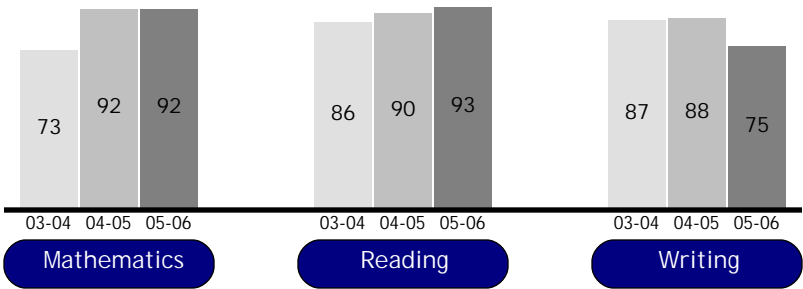
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	84	NA	58	97	73	62	47	98	73	65	46
	Language	98	80	68	50	97	70	64	47	98	73	70	48
	Mathematics	97	89	79	64	97	76	67	50	98	73	72	52
3	Reading	99	81	NA	55	99	70	57	44	97	78	63	46
	Language	96	83	77	61	99	66	57	44	97	70	59	46
	Mathematics	99	81	76	61	99	74	65	51	97	82	70	52
4	Reading	98	84	NA	56	96	69	61	48	98	78	68	52
	Language	96	70	69	52	96	71	64	49	100	78	70	52
	Mathematics	96	81	79	61	96	74	66	53	100	75	70	58
5	Reading	99	82	NA	55	100	74	64	50	96	84	73	56
	Language	99	72	69	49	100	74	65	50	98	85	73	54
	Mathematics	100	85	83	63	100	74	65	49	98	80	72	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Hopi Elementary School

## School Site Council

### Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Budget/Plant/Facilities
- Ü Curriculum/Instruction
- Ü Technology
- Ü School Climate
- Ü Parent/Community Involvement

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	42.00
Other Professional Staff	1.50	Teacher Aide	12.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	5	8	0	0
7 to 9 years	2	6	0	0
10 or more years	3	9	0	1

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	52
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	5%

## Resources Available at School Site

### Special Facilities

- Ü Computer Laboratory
- Ü Media Center
- Ü Fine Arts Facilities
- Ü Gymnasium

### Extracurricular Activities

- Ü Student Council
- Ü Spelling Bee
- Ü Conflict Resolution
- Ü Technology Helpers
- Ü Math Olympiad
- Ü Battle of the Books

### Social Services

- Ü Child Care Programs
- Ü After School Enrichment Classes
- Ü Scottsdale Prevention Institute
- Ü Parenting Classes

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü Instructional goals realized: increased student achievement in writing as measured by benchmark testing; use of benchmark tests to chart students' progress; school wide instruction writing instruction and the six writing traits.
- ü Technology achievements included: staff training on the use of instructional and management software; increased integration of technology into core curriculum areas; use of laptop computers
- ü Continuation of Character Counts, a state initiative supporting character education. Students demonstrated understanding of the character pillars.
- ü One hundred percent of the Hopi staff participated in at least six hours of professional development.

## Student Activity Rates for School Year 2005-06

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	93	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Hopi's comprehensive safety program includes: student buddies; conflict resolution; Stranger Danger; visitor sign in/out policy; staff identification badges; emergency plans and procedures. SUSD Uniform Code of Student Conduct is enforced.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Drew Davis	(480) 484-2000
Transportation Policy	Dan Shearer	(480) 484-8558
Community Resources	Neela Bhavnani	(480) 484-2000
School Nutrition Programs	Sue Bettenhausen	(480) 484-6100
Parent Organization	Laura Sells	(480) 484-2000
Student Health/Nurse	Lynn Watkins	(480) 484-2011

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.